



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 306439

DfES Number: 534150

### INSPECTION DETAILS

Inspection Date 02/02/2005  
Inspector Name Elaine Murray

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Oakdale Nursery  
Setting Address Oakdale Road  
Wallasey  
CH44 7HN

### REGISTERED PROVIDER DETAILS

Name Oakdale Opportunities Ltd 4709138

### ORGANISATION DETAILS

Name Oakdale Opportunities Ltd  
Address Oakdale Nursery  
Oakdale Road  
Wallasey  
Merseyside  
CH44 7HN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Oakdale Nursery opened in 1998. It is owned and managed by Karen Lane. The nursery situated in Wallasey, Wirral in a building formerly used as a chapel. All children's facilities are on the ground floor and wheelchair access is provided. The group caters for children who have special needs. A maximum of 50 children may attend the nursery at any one time. The Nursery operates from 07:30 to 18:00 Monday to Friday. All children have access to a secure enclosed outdoor play area.

There are currently 68 children aged from birth to under 5 years on roll. Of these 18 receive funding for nursery education. Most children attending live in the local area.

The nursery employs 18 staff. Fifteen staff hold appropriate early years qualifications.

### How good is the Day Care?

Oakdale Nursery provides satisfactory care for children.

All rooms are bright and made welcoming with attractive displays of children's work. Staff make effective use of the space and resources available to meet children's needs. They provide a good range of toys and equipment for all ages. The person in charge and most staff hold relevant qualifications in childcare. This has a positive effect on the quality of care and children's learning. Records are stored confidentially, but there are some weaknesses in policies and procedures.

Staff have a good awareness of health and safety issues. They pay particular attention to meeting fire safety regulations, with many staff attending relevant training. Risk assessments are in place but these are not reviewed regularly. Many staff have undertaken recent first aid training to enable them to have up to date information. There is no clear sickness policy to protect children from the spread of infection. Staff provide a varied menu with nutritious snacks and meals. They do not sufficiently encourage babies to become independent in their feeding. Staff take measures to ensure that all children are included in the activities provided. They

cater well for children with special needs. Staff are aware of their responsibilities regarding child protection. They are unsure of the procedure should an allegation be made against themselves.

Staff provide a broad range of interesting activities to develop children's learning. They have positive relationships with children. Babies and children appear happy and content in their care. Staff have a positive approach to managing children's behaviour. Children behave well.

Staff value good relationships with parents. They provide them with a welcoming environment. There is no clear written complaints procedure available to parents.

### **What has improved since the last inspection?**

At the last inspection the setting was required to review and improve policies and procedures relating to behaviour, special needs, child protection, complaints, the administration of medication and to ensure that parents have access to all policies and procedures. They were also required to improve information to parents and seek their permission to seek emergency medical treatment, to improve safety with regard to hazardous plants, improve resources for equal opportunities, ensure that records are maintained confidentially and that the kitchen meets with environmental health officer's approval. Staff made the required improvements with a positive effect on the quality of care for children. The only exception to this is the requirement to provide a written complaints procedure including the name and address of the regulator. This remains an action following this inspection.

### **What is being done well?**

- Staff have positive relationships with children. They have a calm and caring approach to children. Children and babies appear happy and content in their care.
- Staff provide a broad range of interesting activities to develop learning. Children are interested and involved in the many practical activities provided. Some staff have undertaken recent training to enable them to be up to date with new guidelines for developing learning with children up to 3 years old and are now adapting their planning accordingly.
- Most staff hold relevant qualifications in childcare. This enables them to provide a good level of care in many areas.
- Staff provide a varied and nutritious menu for children. Meals are cooked on the premises, Snacks include fresh fruit on a daily basis.
- Staff cater well for children with special needs. Children are well supported and included in activities. The special needs co coordinator has undertaken relevant training to enable her to effectively ensure that children's individual needs are identified and met.

### **What needs to be improved?**

- the information to parents regarding the procedure to be followed should they have a complaint
- the policy regarding sick children
- staff understanding of the procedure to be followed in the event of an allegation of abuse being made against them
- the procedure for reviewing risk assessments
- the attention given to promoting babies independence with regard to feeding

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report since April 2004

**Outcome of the inspection**

Satisfactory

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person must take the following actions by the date shown**

Std	Action	Date
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint	16/02/2005

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	ensure that risk assessments are reviewed regularly
7	devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it
8	ensure that babies independence is promoted with regard to feeding

13	make clear to staff and parents the procedure if an allegation of abuse is made against a staff member
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for funded nursery education at Oakdale Day Nursery is of good quality. Children are making generally good progress towards all six areas of learning.

The quality of teaching is generally good. Staff have sufficient knowledge of the early learning goals to plan an effective programme of activities to support learning. Where there are minor gaps in provision this is due to insufficient familiarity with the stepping stones and the Foundation Stage Curriculum Guidance. There is occasional confusion over intended learning outcomes and sometimes too little challenge for more able children. A generally good system for observing, assessing and plotting progress is in place. Management of resources is good but too little time is offered for child initiated learning to be fully developed. Interaction between the staff and the children is friendly and supportive and some good questioning techniques are used.

The quality of leadership and management is generally good. There is a commitment to improvement evidenced by the progress made since the last inspection in addressing key issues and particularly in the provision of new resources. Staff work well together as a team. The monitoring of the provision in order to identify strengths and weaknesses and ongoing review of the educational programme from week to week has areas for improvement.

The quality of partnership with parents is generally good. Good relationships are fostered. Parents are encouraged to share information informally and invited to see records which inform them about their child's progress. Information about what is planned for children to learn each week is not so accessible to all parents, or different ways in which they can be involved with children's learning at home.

### What is being done well?

- Children are learning good social skills such as helping others and knowing what is right and wrong. Staff set a good example in the relationships they establish with the children and their parents
- The nursery fosters respect for diversity. Good use of staff, resources and topic activities help children learn they are part of a wider community.
- The observation and assessment system is well organised and good use is made of the assessment profiles to share information with parents about children's progress.
- Good use is made of space and resources both indoors and out to provide a varied and stimulating programme of activities in all six areas of learning.

### **What needs to be improved?**

- the staff's knowledge and use of the Foundation Stage Curriculum Guidance to help them use the stepping stones better in their planning
- the system for monitoring whether intended learning outcomes are being met and showing where plans have been adjusted from week to week to take account of this
- the balance of time spent in staff led and child initiated activities so that there is more continuous provision for children's interests to be developed and used as a springboard for learning
- the information given to parents about the topic and what children are learning each week with ideas of what they can do at home to extend children's experiences

### **What has improved since the last inspection?**

Improvement relating to the key issues identified at the last inspection has been generally good. The four key issues related to: the programme for phonics and linking sounds to letters; the practical activities used to support learning in mathematics; the resources for developing knowledge and understanding of the world; and the further development of the planning system.

The nursery now has a well developed programme of activities and resources to help children enjoy rhyme and alliteration, identify initial sounds, and match these to letters in familiar words resulting in good progress in this aspect of learning. Children now do more practical activities such as making charts to record numbers and identify mathematical patterns but there is still too little use of problem solving activities in every day routines or topics. New resources have been purchased to make improvements in the programme for knowledge and understanding of the world such as multicultural resources and a computer for information technology which are well used to support learning. There has been some improvement in identifying intended learning outcomes in planning, but this still remains an area for further development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children develop confidence and self esteem as they share experiences from home with caring and supportive staff. Children enjoy being part of the nursery and wider community. They are learning to take turns and help each other putting their names up on the board. Most are confident to select their own activities and help themselves to drinks of water when thirsty. Children are generally well behaved but when too much time is spent seated as a whole group motivation and interest lapses.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language well to express their wishes and to negotiate in play. They learn new vocabulary connected to topics. Language for thinking is less well developed for some more able children. Good progress is made in identifying sounds in words and matching to letters. Children enjoy story time and many are reading some familiar words. Writing opportunities are missed in the role play area and some handwriting exercises are not suitably matched to younger children's capabilities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to match numbers to objects on a card while playing snap. They select numerals to go on the calendar. Many are counting confidently to ten and beyond and most can indicate how many on their fingers. Children explore the properties of shapes and compare sizes using a good range of equipment. Opportunities are not taken often enough to use every day routines to present children with practical problems to solve involving calculating and estimating.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children develop a good understanding of time through daily routines, recalling past events and talking about what is going to happen next. Topics such as journeys are helping children to appreciate features of their environment. Children learn about the diversity of people in their community and about different cultures. Staff do not encourage children enough to question how things work, investigate different materials and describe similarities and differences during child initiated play.



**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy vigorous exercise through a variety of games and using wheeled toys but are not encouraged to reflect on how their bodies feel afterwards. Children regularly practice aiming, rolling and catching and develop manipulative skills through daily use of tools and construction materials. Opportunities to use large equipment to climb, push and pull are limited. Children are beginning to gain balance and control of their own movements within restricted spaces when reminded to do so.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use a good range of materials to explore colour and texture. Older and more able children begin to represent experiences in their drawings but this is not developed so well in painting and craft. Children move creatively to music and enjoy singing. They explore the sounds of different instruments and clap rhythms. Children make imaginative constructions. More able children are not encouraged enough to act out stories, or make up songs and rhymes of their own in response to experiences.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve the staff's knowledge and use of the Foundation Stage Curriculum Guidance to help inform practice and to make improvements in planning where weaknesses have been identified
- the system for monitoring whether intended learning outcomes are being met and showing where plans have been adjusted from week to week to take account of this

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*